

# Behavior Intervention Plan

DEFINE THE BEHAVIOR <i>in clear concrete terms</i>	DATA FREQUENCY <i>When/where) with whom and when it does not occur</i>	HYPOTHESIS <i>from perspective of Autism</i>	Given hypothesis what CHANGES TO THE ENVIRINMENT/STRUCTURED TEACCHING might be made?	What does the child NEED TO BE TAUGHT, including coping skills?	What will you do WHEN/IF BEHAVIOR STILL OCCURS?
Yell or make other loud noises, kick, hit or pinch	<p>Very frequent during academic times with all teachers.</p> <p>He exhibits behavior typically when presented with a task or an adult places a demand on him.</p> <p>Usually completes work with a teacher an area located away from other students.</p>	<p>Unable to communicate when help is needed or when an activity is too difficult.</p> <p>Inflexible</p> <p>Overwhelmed by tasks</p> <p>Learned routine is the way he now starts work</p>	<p>Reduce expectations—not always level of difficulty but expectations of what he needs to read, write, or complete.</p> <p>Reduce amount of work to be completed and clarify finished</p> <p>Tasks need to be visually structured so less organization is required from the student.</p> <p>Increase frequency of breaks—including physical exercise and/or calming activities such as i-Pad or other technology</p> <p>Increase motivation of “what’s next activity” possibly using a choice board since what motivates him changes frequently.</p> <p>Incorporate interests about animals into his work.</p>	<p>Appropriate place to yell--outside</p> <p>Self-monitoring of behaviors that lead to reward: Did I do my work? Was I quiet?</p> <p>Teach him to request help using a pictured-written card</p> <p>A calming routine for when he is upset that has a clear beginning and end.</p>	<p>Remove others from room so he is not getting any feedback from other students.</p> <p>Stop interacting and talking with him. Do not try to explain to him what he is doing wrong or what he should be doing.</p> <p>Simplify if possible and highlight both finished and what come’s next. Frame everything into First, Then.</p> <p>Decrease overall language with him when work begins.</p> <p>Hand over hand can be attempted and may or may not be effective. Sometimes more effective to begin the task and then have him finish the last part of each step.</p>

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Kicking, wrapping legs around staff, and running during a transition	<p>Recently increased: very frequent</p> <p>Happens during all transitions between activities as well as transitions from one staff to another</p>	<p>Change is difficult.</p> <p>Difficulty understanding when an activity is finished.</p> <p>Confused about where going next or with whom.</p>	<p>Make transitions predictable with a visual schedule and clear routine for leaving each activity. <u>FIRST</u> clean up routine, <u>THEN</u> check schedule card</p> <p>Include responsible staff on schedule, i.e., work with Jenny</p> <p>Create clear physical boundaries (for the areas where he works ) to segment the classroom into smaller areas instead of one larger area.</p> <p>Close proximity of staff to minimize running</p> <p>Carry and match schedule card to clarify where he is going. Highlight match in each area.</p> <p>Motivator for following transition cues. Begin to teach how to make choice using a choice board since his motivators change quite frequently.</p> <p>Decrease movement transitions and distance between transition locations.</p>	<p>Introduce break card during content times.</p> <p>Teach to request a break/chill zone using a pictured-written card.</p> <p>Create a calm down area with calming activities such as puzzles and books. Schedule times for him to go to this area every day.</p>	<p>As much as possible work through the transition.</p> <p>Stop interacting and talking with him. Do not try to explain to him what he is doing wrong or what he should be doing.</p> <p>Teacher should sit beside or behind student when at a table to provide additional physical boundaries.</p>